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ABSTRACT

This guide describes a worker-centered, holistic, English-language training program for the textile industry in Illinois, now in its fifth funding cycle. The program, which provides training to approximately 500 workers, requires cooperation among business, labor unions, and educational organizations. A 5-unit curriculum covers work issues, health and safety, quality control, work forms, and company rules. Students are encouraged to contribute ideas and materials as well. The program focuses on limited-English-proficient adults, primarily Spanish-speaking, with an average 6 years of formal education. Training focuses on workplace skills, but some personal literacy skills are incorporated into the classes to assist with cultural and lifestyle adaptation. Additional benefits to encourage participation include partial transportation stipends and on-site child care services. A critical part of the program is that workers' individual life and workplace needs become their course of study. Staffing includes a director, program coordinator, training coordinator, eight educational facilitators, and three teachers aides. Program guidelines, lesson plans, and industry-specific vocabulary lists are included. (Contains 38 references.) (Adjunct ERIC Clearinghouse for ESL Literacy Education) (NAV)

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ED 385 177

Curriculum Guide

English as a Second Language for the Workplace

Worker Education Program

Chicago Teachers' Center of Northeastern Illinois University

and

The Amalgamated Clothing and Textile Workers Union

July, 1993

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"Education is life -- not a mere preparation for an unknown kind of future living. The whole of life is learning, therefore education can have no ending."

Eduard Lindeman

"Literacy cannot be reduced to the treatment of letters and words as purely mechanical domain. We need to go beyond this rigid comprehension of literacy and begin to view it as a relationship of learners to the world."

Paulo Freire and Donaldo Macedo

"We want a better America. An America that will give its citizens, first of all, a higher and higher standard of living so that no child will cry for food in the midst of plenty. An America that will have no sense of insecurity and which will make it possible for all groups, regardless of race, creed, color, to live in friendship, to be real neighbors."

Sidney Hillman
First President of ACTWU

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We wish to acknowledge the Consortium for Worker Education of New York, the Labor Education Center of Southeastern Massachusetts University, the International Ladies Garmet Workers Union Worker-Family Education Program, and the New York City Amalgamated Clothing and Textile Workers Union Worker Education Program. Curriculum guides from these organizations proved most helpful in developing this curriculum guide, and we are grateful to these organizations for their excellent resources and ideas.

WORKER EDUCATION PROGRAM

THE CHICAGO TEACHERS' CENTER OF

NORTHEASTERN ILLINOIS UNIVERSITY AND

THE AMALGAMATED CLOTHING AND TEXTILE WORKERS UNION

INTRODUCTION

The nature of work in the United States is changing rapidly. The interplay of global market competition, changing demographics, and the increased use of technology make it necessary for the U.S. to re-think, re-define, re-tool, and re-invest in education and the world of work. In order to compete in the new international market, the U.S. must upgrade the basic skills of its workers. Improving the acquisition of workers' basic skills would contribute to an enhanced workforce. A more educated workforce would have positive effects on the position of the U.S. in the global market and on increased profit margins for individual businesses. In addition, workplaces would be more equitable and competitive for workers, and worker participation in unions would increase.

The National Workplace Literacy Program of the United States Department of Education sponsors grants which assist U.S. workers through comprehensive educational programs focusing on the provision of basic literacy and workplace skills training.

This program, now in its fifth funding cycle, requires partnerships between businesses, labor unions, and educational organizations. One of the programs funded for the second year by the U. S. Department of Education National Workplace Literacy Program is the Worker Education Program sponsored by the Chicago Teachers' Center (CTC) of Northeastern Illinois University and the Amalgamated Clothing and Textile Workers Union (ACTWU). The Worker Education Program is one of fifty four programs funded in the U.S..

The program provides education and training to approximately 500 workers employed in light manufacturing plants in the Chicago area with labor contractual agreements with ACTWU. Partners include American Guard-It Manufacturing, Chicago Transparent Products, Juno Lighting, Henri Studios, Midway Cap Company, Riddell, and Suncast.

The Worker Education Program's innovative partnership between business, union, and university is unique; the goal of the program is to prepare participants for the new challenges of work in an environment of constantly changing demographics, new technology, and the shifting global economy.

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PROFILE OF PARTICIPANTS

The participants in the CTC/ACTWU Worker Education Program are limited English proficient adult immigrants primarily from Mexico and other Latin American countries with an average of six years of formal education in their native countries. The program focuses on the workers' education and training needs in the workplace, but some personal literacy skills are incorporated into the classes in order to assist the workers with the many facets of life in their adopted country. Janet Isserlis sums up the need for literacy attainment in all arenas of one's life: "....programs must identify and build on the strengths that learners bring to instruction, and expand the focus of instruction so it does not simply develop specific skills but also increases individuals' options as workers and as citizens."

PROGRAM OBJECTIVES

The objectives and activities of the Worker Education Program provide for an Advisory Board and a Worker Education Council to monitor the program, task assessment of job specific literacy needs, identification of adult students from the ACTWU factories and assessment of their literacy needs, and development of individual learning plans for all learners. Courses will be offered to raise workers' basic literacy skills in reading, writing, mathematics, problem-solving and communication skills. The attainment of these skills will ideally enable the workers to be promoted or to cope with the changing demands of the workplace. As workers' personal literacy and language needs are met, their self-esteem will be raised and their lives, as well as their job performance, will be enhanced.

PROGRAM GOALS

The Worker Education Program goals are:

1. to enhance workers' skills in the workplace;
2. to respond to individual learning needs of ACTWU workers;
3. to focus instruction on workers' workplace and personal educational needs;
4. to build a network in which partners provide Adult Basic Education, English as a Second Language, Spanish Literacy, GED, Math, and Workplace courses to interested workers;
5. to assist workers to upgrade their skills for job stabilization and job promotion;
6. to assist and prepare workers to take an active role in their union;
7. to train adult educators to meet the diverse educational needs of program participants;
8. to create meaningful, relevant, and comprehensive curricula and materials for worker reflection and workplace advancement.

PROGRAM FACTORS

Various partners have a stake in the Worker Education Program -- the workers, the union, the management of the companies, and the university. The primary stakeholders are the workers themselves; thus, workers' experiences are the pivotal points for developing literacy, English language proficiency, critical thinking, and problem-solving skills. As workplace educational needs are met, personal educational needs will become enhanced, as well as union solidarity, management effectiveness, and the university's commitment to adult learners.

The imperative to provide for workers' total educational needs has strong precedents in model worker education programs such as the type Sarmiento and Kay refer to in Worker-Centered Learning: A Union Guide to Workplace Literacy (1990) and the Vancouver Municipal Workplace Language Program. In discussing the Vancouver program, Pharness writes:

> ....educating the whole person rather than provide training in specific skills may take more time, but it may also result in workers learning how to learn, how to solve problems, how to work as a team and how to pursue a lifelong career in the changing workplace.

A critical aspect of the Worker Education Program is that workers' individual life and workplace needs become their course of study. For example, students may need to be able to read dials on a machine in the workplace. These same students may also need to read thermometers for home health maintenance for themselves and their children. Once a student reads the numbers on a thermometer, he/she can then transfer these skills to the workplace need of reading numbers on a machine dial at work.

The Worker Education program goal is to constantly reconcile the literacy needs of the workplace and the union with the literacy needs of learners' lives. In this way, true interactive and reflective learning occurs and program goals and desired outcomes will be realized.

PROGRAM STAFF

In addition to a program director, the program employs a program coordinator, a training coordinator, eight educational facilitators, and three teacher aides. Staff members have many years of teaching and administration experience in programs for limited English proficient adults. Most of the staff possess Master's Degrees in Education, English as a Second Language, English, and other related disciplines.

SUPPORT SERVICES

The program offers partial transportation stipends to students who drive or take public transportation to classes. Transportation reimbursement has aided many students who were previously deterred from attending English as a Second Language classes. Most of the workers are assembly line workers with families who earn limited salaries. Their budgets are restricted to the basics of housing, food, and maintenance of their children, and transportation assistance in any form is welcomed.

The program also offers on-site child care services at classes which take place at community based organizations near the workers' homes and at the union hall. Child care and transportation stipends have proven to be incentives for many participants to attend classes on a regular basis. For workers who attend classes at their worksite and need child care services, the program will offer a child care reimbursement plan.

EDUCATIONAL METHODOLOGY

The program adopts a worker-centered philosophy focusing on the complex issues confronting limited English proficient workers in the U.S.. In a worker-centered philosophy teachers are not the sole holders of knowledge; rather, students and teachers work together to gain the skills for workplace and personal advancement. In a worker-centered philosophy, learners are actively involved in setting their own educational goals.

In the Worker Education Program, adult workers reflect on the contextual aspects of their workplace and personal experiences to assist them in learning how to learn, how to facilitate better communication at the workplace, how to work as a team, and how to build on present skills for future job stability and promotion. Workers also discuss their importance in the production of goods for market distribution and issues in the American work culture.

The attainment of a variety of basic skills including speaking, reading, writing English; computation; creative thinking; and problem-solving ideally contributes to worker productivity, increased worker promotion, and enhanced personal satisfaction.

THEORY and PHILOSOPHY

The ACTWU Worker Education Program's philosophical approach is "worker-centered" and "holistic. " "Holistic" means that all four language skills (reading, writing, listening, speaking) are taught in each class session. This approach is used because a learner who is limited to only one or two skills, may also be limited in his or her ability to survive in our society. It is effective because each of the skills reinforces the others; for instance, reading and writing often enhance speaking abilities.

"Worker-centered" means that:

- workers' needs and interests are continually listened for and direct the course of the curriculum;
- curriculum materials are based on workers' interests and choices;
- maximum worker involvement, participation, cooperation, and initiative are encouraged.

The "worker-centered" or "participatory" approach links education to workers' social realities where they take an active role in their own learning. Teachers do not serve as problem solvers, rather they are problem posers. The responsibility of looking for solutions belongs to the workers. In this way, workers build their capacity to take control of their own lives.

A teacher-centered approach, where teachers act as sole transmitters of knowledge and workers act as passive recipients, contradicts the worker-centered approach. In the ACTWU Worker Education Program, workers are active in their learning: they set goals for themselves, track their own progress and become more aware of their learning process.

It is important to encourage worker participation in all aspects of the program - from the classroom to the Workers' Council, from curriculum development to program planning. Since this program was initiated by the union, and the union "is" the members, these classes belong to the members. This kind of ownership gives workers an active part in their own education, hones their decision-making skills, and builds their self-confidence, thereby enabling them to participate more fully in the workplace.

This approach was formulated by the Brazilian educator Paolo Freire, who viewed education as a tool for social change. Many community-based and worker education programs, such as the Consortium for Worker Education in New York, have successfully used this model for adult education. The Freire model states that students "view themselves...not as the objects of historic process, nor as the immutable and subjugated products of the wishes or imaginations of another set of men or women, but as the subjects of their own reality, the active agents of their own self-authorized existence." (Kozol, 1985)

METHODOLOGY

Explanation of Curriculum

A 5-unit curriculum has been developed as a guide for lesson planning. The five themes covered are:

Work Issues/Communication in the Workplace
Health & Safety
Quality Control
Work Forms
Company Rules

In addition to developing English language skills for the workplace, each of the five units incorporates topics and activities to improve other basic workplace literacy skills such as computation, critical thinking, problem-solving and team-building. The attainment of these skills will contribute to the enhancement of worker productivity and assist workers in coping with current and changing technological demands in the workplace.

This curriculum is a guide to lesson planning and topic development. It is not mandatory to use this curriculum for the entire 8 week module; nor is it necessary to cover the units in the order in which they appear. Objectives, language skills, and lesson ideas have been developed as resources. Suggested materials are also included with each unit. The "Workplace Forms" and "Health & Safety in the Workplace" units also have vocabulary lists attached at the end of the curriculum guide.

As part of the participatory approach used in this program, students are encouraged to request additional topics of relevance to their lives and their jobs. Incorporating worker-generated topics and materials into the curriculum reflects a true worker-centered approach. Program Coordinators can provide materials and assistance in developing these topics.

As the classes continue over the next several months, additional materials and lesson ideas that come out of classes will be inserted. Therefore, it is vital that teachers keep records of what is covered in class. In this manner, the Worker Education Program will have a "living" curriculum, one that will build, develop and grow as the program continues.

Worker-Centered Methods

In implementing a worker-centered approach, an eclectic teaching methodology is the most effective. Eclecticism allows educators to "cut and paste" from different methodologies, allowing students to benefit from the best of all worlds. Furthermore, visual, aural, and kinesthetic learners all have the opportunity to develop their skills. Some ESL methods which compliment the worker-centered approach include:

1. ***Problem-Posing*** (Freire, Auerbach, & Wallerstein)
Problem-posing is useful for developing critical thinking skills. It begins by listening for workers' issues, or "critical incidents." Based on the listening, teachers then select and present the familiar situations back to the students in a codified form: a photograph, a written dialogue, a story, or a drawing. Teachers then use a series of inductive questions which move the discussion of the situation from the concrete to a more analytical level. The problem-posing process directs workers to name the problem, understand how it applies to them, determine the causes of the problem, generalize it to others, and finally, suggest alternatives or solutions to the problem.

2. ***The Language Experience Approach (LEA)*** (Nessel, Dixon)
This method uses a holistic story-telling manner to teach literacy and English language skills. The instructional material is based on the actual words and language patterns of the learner. It's purpose is to show learners that their own words can be written down and read, to make learning meaningful and to build self-confidence. Based on a problem-posing session, class discussion, or shared experience, students dictate their story to the teacher, who writes it on the board. Students are free to make changes and corrections. The group then practices reading the story aloud several times, with help as needed, until the story is familiar. Comprehension is assured because the reading material is self-generated. The teacher types up the story for the next class session and uses it to reinforce language skills through activities such as cloze exercises, matching beginnings of sentences with endings, putting scrambled sentences in order, and other activities.

3. ***Student-Generated Dialogues & Roleplays***
The premise for using student-generated dialogues and roleplays is similar to that of LEA in that students learn words and structures that have meaning in their workplaces and in their lives. Student-generated dialogues and roleplays can be tailor-made to deal with specific communication problems both in and outside the workplace. They are an ideal follow-up activity to a problem-posing session as workers' solutions can be acted out. Using their own names and those of co-workers and supervisors helps bridge the gap between classroom simulation and real life situations.

4. ***The Use of Realia & Photographs***
The use of realia from the workplace and home, as well as photographs of the workplace, workers performing their jobs, and family members is another excellent way to make learning meaningful and bridge the gap between classroom simulations and real life situations. Realia and photographs can be used in a variety of ways: to practice vocabulary, stimulate a discussion or problem-posing session, or for a TPR activity

(see below).

5. ***Total Physical Response (TPR)*** (Asher)
This method involves oral/aural skills development. Using the imperative mode, the teacher gives the students spoken instructions. The students experience meaning and demonstrate comprehension through a physical response. For example, students are asked to pick up an object, point to a picture, turn off the lights, or stand up. The theory behind this method is that students retain the vocabulary and structures through the physical action of completing the spoken task. TPR is particularly useful for kinesthetic/tactile learners (37% of adults) (Kinsella, Ashur), who learn best from "hands on" experiences. It is also beneficial to the teacher as a check of students' comprehension.

6. ***Cooperative Learning***
The premise behind this educational approach is that students can learn effectively in small groups, and that, while we learn only 20% of what we hear, we learn 95% of what we teach to others (Glasser). Cooperative Learning activities are structured in such a way that the success of the group as a whole is determined by how well students share their information with other group members. In these activities, students are accountable for their own and each others' learning, acquire effective interpersonal and team-building skills, and master content material. The role of the teacher is minimal in Cooperative Learning, making it a truly worker-centered activity.

7. ***Pairwork***
Like Cooperative Learning, pairwork is an effective way of maximizing student input as the role of the teacher is minimal. Two excellent pairwork activities are "Information Gaps" and "Spot the Differences." In "Information Gaps", like in Cooperative Learning, students have only partial information. To successfully complete the task, they must share this information orally with their partner. It is an ideal activity for practicing functions such as asking questions, asking for clarification, and confirming understanding. In "Spot the Differences", partners are given pictures or texts which are similar but not identical. Without looking at each other's handout, they must determine the differences orally. "Spot the Differences" exercises are useful for practicing vocabulary used for describing location and appearance, such as prepositions of place, colors, and other physical features, as well as the functions listed for "Information Gaps".

IDEAS FOR WORKER-CENTERED ACTIVITIES

1. **<u>50 Questions</u>**: This activity puts the learning experience entirely in the hands of the workers. The process is as follows:

- workers choose a topic they are interested in learning about, for example: health & safety at work;
- the class comes up with 50 questions about the topic;
- the teacher writes the questions on the board (for beginners, this could be done in the first language);
- workers discuss which questions they think are the most important, or which ones they would like answered;
- the teacher types up the list and distributes it to workers;
- more questions may be added to the list as they arise;
- the list of questions can serve as the basis for curriculum and class activities. For example, the questions on health & safety can be answered by reading articles or listening to guest speakers. The workers can then use the information they have collected to create an informational brochure or wall poster.

2. **"Real Life" assignments**: Workers are given assignments such as calling in sick or reporting a problem to a supervisor at work, based on what is being done in class. Workers report back and discuss what strategies they used, how it went, what they could do next time to be more successful.

3. **Guest Speakers**: Contact program coordinators for "experts" on a topic students are interested in to arrange for guest speakers. Examples include job advancement, occupational health & safety, and bargaining agreement issues.

4. **Dialogue Journals**: Workers can have an on-going personal dialogue with the teacher through a journal in which they discuss their progress, their workplaces, frustrations, ideas for activities, or anything else they want to talk about. The teacher collects the journals, responds to worker's comments, and gives the journal back. This could go on for the entire course.

5. **Time Lines**: Ask a worker to draw a line on the board and write the important events of his/her life along the line, in chronological order. The events can be specific, such as his/her job history. The worker can talk about the events on the time line, or other workers can ask questions about it. Questions about pivotal events at work, previous training for certain skills, or changing attitudes towards work can serve as the basis for conversations or writing activities.

6. **Find Someone Who**: Create a questionnaire which asks students to identify someone in the class who corresponds to a characteristic of the questionnaire (i.e. works with plastic, has been working at the same place for 3 or more years, etc.) Students circulate, formulating questions and writing down the name of a person who fits a given characteristic. This is a good activity for practicing question-formation on specific grammatical structures (i.e. "have you ever...") or vocabulary

(i.e. questions about a specific topic such as health & safety or work).

7. **Language Coaching**: Students can volunteer to help each other practice English at work. They can even write up some kind of a "contract", after negotiating the terms of the agreement. They can report back to the class on their progress.

8. **One-Minute Monologues**: Students write down 3-4 topics which they would like to talk about or would be interested in hearing others talk about. The teacher might give examples first, such as "what I like about my job", "my ideal job", "the Union", and others. The teacher compiles the students' topics and writes them down on separate strips of construction paper (they can be used many times). Students form groups of three, taking turns picking a topic and talking about it for one minute. The other two students listen and time the speaker. They can write down errors they hear and point them out to the speaker afterwards. The student can then try to correct the errors, or the other students can help. This is a good first step toward monitoring one's own errors, is great fluency practice, and usually lot's of fun!

9. **Debates**: Great for practicing expressing opinions and arguing. Can be done with any issue that has at least two points of view.

Some Worker-Centered Teaching Tips to Maximize Student Input

- Use class activities which minimize teacher talk such as:
  - *pairwork
  - *small group work
  - *dialogues & roleplays
  - *Problem-Posing
  - *Cooperative Learning
  - *LEA

- Pause 5 seconds to let students answer questions before jumping in with the answer yourself.

- Encourage students to try to correct their own and other students' errors, both oral & written, before giving the correct answer yourself.

- Let students lead activities as much as possible by having *them* ask the questions, call on others to answer, write answers on the board, and lead class discussions.

- Have students gradually take more responsibility for their own learning by:

  -giving students options as to which particular activity, skill, or topic they would like to work on during at least part of the class session

-letting individual students decide *what* and *how much* homework they are willing to do for the next class session

-letting students decide for themselves what action they will take after a problem-posing session

-getting frequent feedback about the class from students, both orally, in an informal group discussion, and in writing, from class/teacher evaluation questionnaires

-asking students 1) how *they* see their progress before you tell them how you see it; 2) what they learned that day, and 3) what they would like to work on the next time, giving them specific choices, at least at first

MATERIALS

Students should be encouraged to contribute many of the materials used in class, such as realia from the workplaces or pictures for a picture file. You can also see Program Coordinators for materials. A short list of useful materials appears below:

Work-related:
- realia (safety equipment, work tools, work forms, time cards, pay stubs, training manuals, handbooks, etc.)
- films, videos
- newspaper articles
- comics
- short stories
- pictures from magazines
- games (Bingo, Concentration cards, crossword puzzles and others)

Students will use the textbook Working in English I by Lynne Robinson or Working in English II by Marianne Brems, published by Contemporary Books. More advanced students will use Speaking Up at Work by Catherine Robinson & Jenise Rowekamp, published by Oxford University Press or ESL for Action by Elsa Roberts Auerbach & Nina Wallerstein, published by Addison-Wesley Publishing Company.

Also, feel free to utilize any materials, including over 100 titles in our resource library, located in the Worker Education Program office at the ACTWU hall, 333 S. Ashland, and the Resource Center at the Chicago Teachers' Center, 770 N. Halsted.

GUIDELINES

Assessment of language learners' knowledge and level of English upon entry into the program is critical for measuring the overall success of the program. One tool the Worker Education Program will use in order to gauge learners' levels of proficiency in English is the Basic English Skills Test created by the Center for Applied Linguistics. The BEST uses real life materials and measures performance of basic language competencies. All students will be tested with the oral BEST. Upon results of the oral component, they may be able to take the BEST written section. In order to measure progress, students will be post-tested with the BEST every 16 weeks. A general workplace test has also been developed to assess workplace literacy skills. This test will be given after two 8-week modules. In addition, plant-specific tests will be used in those classes where all workers belong to the same plant. Progress reports and individual learning plans are also used to demonstrate progress.

In order to fulfill the goals of the Worker Education Program, instructors are responsible for the following curriculum components:

1) Individual Learning Plans (ILP)

Each student will have his or her own plan for learning. ILP's are a kind of map for students to follow in order to meet their individual educational needs. Individual Learning Plans include such information as:

- initial intake form;
- assessment results;
- student's educational and personal goals;
- an evaluation of student's present skill level; and
- a "plan of action" for achieving these goals.

ILP's should be developed by teachers and students together in one-on-one conferences. Every student will be assured complete confidentiality of his or her Learning Plan, assessment scores, and all other evaluations.

2) Student Portfolio

Since learning is a process that occurs over time, student skills assessment is done continuously through the use of Student Portfolios. Tests do not measure skills continuously over time, but only at particular times. Nor do they measure one's ability to perform a particular type of skill at a particular point in time. Some tests tend to focus more on what a person doesn't know, rather than on what they do know, and they often don't measure or

record the learning process, only the outcome. Student Portfolios will be reviewed periodically to examine the learning process as well as progress toward individual goals.

Each student will maintain a portfolio or folder. Both teacher and student will have access to the portfolio, as the teacher will need to review it in order to do Progress Reports. All work in the portfolio must be dated so that teacher and student can see progress over time.

The portfolio should contain:

- formal and informal assessment results;
- Individual Learning Plan;
- examples of the student's work such as stories and articles read, and writings such as essays, letters, journals, and dialogues;
- any other language or math activities.

3) Student Progress Reports

Using the Individualized Learning Plan and Student Portfolio, teachers will assess the extent to which each student has met his or her individual needs and educational objectives. This will be done every four weeks for each student.

The progress report will include:

- a review of progress toward personal and educational goals (ex.: improving math skills, getting a job promotion, explaining a problem at work)
- an asssessment of what learning gains were achieved, usually discrete language skills such as using the past tense, forming questions, writing a paragraph;
- a comparison of skill levels at time of assessment and time of progress report;
- a description of the various lesson activities used in class to work toward achieving goals;
- plans for the next four weeks which will bring the student closer to fulfilling his or her personal and educational goals.

4) Writings for Student-Generated Anthology

Writing is a central part of the Worker Education Program. Students' writings will be displayed in a Student Anthology. The Anthology will be a

compilation of:

- essays
- drawings
- individual & group stories
- research projects
- word games and puzzles

These writings will be the final versions of works produced after revising, re-writing, and editing. They will be in the students' own words and phrases, as any teacher-dictated "corrections" would affect the authenticity. It is important to keep in mind that student works submitted for the Anthology will be the products of the students' own editing and revising process.

Theme: Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
1. To understand implications of time in the U.S.; to learn what's a legitimate excuse for being absent or late to work in the U.S.	telling time	•practice time on clocks, worksheets •practice time on schedules (work, bus & train to get to work) •information gaps, spot the differences on schedules •find best way for X to get to work (bus, train, car?)	realia: clocks realia: work, bus & train schedules On Your Way, units 3 & 8 handouts English for Adult Competency, chapt. 4 bus & train schedules, road maps Functioning in English, unit 2 Speaking of Survival, pgs. 131-144
	language for excuses for being late or absent (I'm sorry but...carpool driver sick/late; new bus/train schedule; moved, so got lost; car accident; you're sick; your child's sick; you have to visit your child's teacher; you have to go to court, etc.)	•brainstorm reasons for being late to work or absent •dialogues, roleplays on being late •discussion of whether excuses are legitimate or not •compare/contrast reasons for being late or absent in your country & U.S.: weddings, funerals, picking up relative at airport, sick child, etc.	board sample dialogues, role cards Working in English, chapt. 14 The Working Culture, bk 1, chapt. 5 English at Work, worksheets 13 & 14, list of reasons for being late or absent
	functions: apologizing, explaining, asking for explanations, giving reasons	•listening comprehension & discussion •dialogues & roleplays	Speaking Up at Work, pgs 18-19 Breaking the Ice, units 5, 8 & 13 Picture Stories, pg 31 Speaking Up at Work, pgs 112-117 On Your Way, unit 11
2. To understand pay, benefits, taxes (also see "Work Forms", objective #3)	$, %, decimals reading columns reading paychecks & stubs functions: asking for information/clarification ("Excuse me, could you tell me/explain to me..."); explaining a mistake specific language: "I'd like to cash/deposit my paycheck/ make a deposit."	•number work, including listening comprehension ($,%, decimals)	From the Start, units 1-5 paychecks & stubs Speaking Up at Work, pg 143
		•report a mistake on payroll - reading of paychecks & stubs, discussion, roleplays	paychecks & stubs Working in English, chapt. 5 English at Work, wksht #17 The Working Experience 1, chapt. 6 Speaking Up at Work, pgs. 50-56, 118-119, 133-135 Speaking of Survival, pg. 91 English for Adult Competency, chapt. 9
		•roleplays: cashing or depositing a paycheck at the bank	sample dialogues, role cards, deposit slips

Theme: Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
3. To be aware of and understand other work-related problems & solutions	simple present, adverbs of frequency modals: can,could, should, must, might	•chart: at work, "How often do you...?" (sometimes, rarely, never, etc.)	Practical English, chapt. 9 Side by Side, bk 1, units 1-12, bk 2, unit 1 grammar exercises, cloze exs, flash cards on verbs & adverbs, handouts w/blank charts Side by Side, bk 1, units 13, 21, 22, 27, 28
		•discuss a typical day at work •LEA based on discussion •problem solving & roleplays on situations discussed: students provide solutions (He should..., She could..., etc.) •LEA based on discussions & roleplays	The Working Culture, book 1, chapt. 9 "Problems in the Workplace" (roleplays)
		•readings on other work issues	The Working Experience 1, chapt. 2 "The Boss", chapt. 7 "A Hard Part of My Job", chapt. 13 "New on the Job", Picture Stories, pg 61 (wife in factory, husband at home)

Theme: Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
4. To communicate problems at work to appropriate person, both orally & in writing	simple present, present continuous, simple past & past continuous to describe a problem at work	•brainstorm problems in the workplace	blackboard, make vocabulay list of high frequency verbs & other vocabulary from brainstorm
		•grammar exercises contrasting simple present & present continuous, simple past & past continuous w/high frequency work problem verbs	Practical English, chapts. 5, 9, 10, 13, 14, 16 Side by Side, bk 1, units 1-18, 26 Grammar Work, bk 3, 14-48; handouts flash cards of verbs Bingo game on irregular verbs On Your Way, units 1, 2, 3, 6, 7, 10 & 11
		•flash cards of verb forms •Concentration cards for irreg vbs	flash cards Concentration cards on irregular verbs
		•discussion of problems in the workplace, who to communicate them to, possible solutions	
	functions: expressing opinions, needs, wants; arguing	•dialogues & roleplays on communicating problems at work to supervisors & union representatives using present & past tenses	sample dialogues, role cards Functioning in English, units 3, 6 & 8
		•LEA & strip stories based on dialogues & roleplays	board, strip stories
	filing a formal complaint or grievance in writing	•dialogues, roleplays using these functions to communicate a problem at work (eg. : roleplay a contract negotiating meeting, tell your supervisor why you think you shouldn't be suspended, etc.)	sample dialogues, role cards
		•written exercises on sample written complaints & grievances: T/F & comprehension Q's, gap fills, spot the differences, sentence completions, vocabulary checks •write a formal complaint or grievance about a problem you have (or had) at work	sample formal complaints & grievances, worksheets on these

Theme: Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
5. To suggest solutions to problems at work (meetings w/supervisors, filing a grievance, etc.)	functions: greetings, making suggestions, expressing opinions: ("I think we should...", "Why don't we...", etc.) modals: should, could, can, might, had better, ought to	•discuss problems in the workplace •brainstorm possible solutions to these problems	English for Adult Competency, chapt. 1 On Your Way, units 2, 8 & 9 board, handout of vocabulary Functioning in English, units 4, 6 & 8 Fitting In, chapts. 2 & 10 Side by Side, bk 1, units 13, 21,22,27,28
		•roleplay workers discussing a problem at work & suggesting solutions	sample dialogues using functions listed & modals, list of work-related problems generated by students, roles
		•suggestion box: students write suggestions to problems discussed above, put in suggestion box	suggestion box
		•roleplay a formal meeting w/ a supervisor to discuss solutions to a problem at work, using suggestions from suggestion box	role cards, suggestion box w/suggestions
6. To understand rights of workers & the laws protecting these rights	negative statements	•introduce a problem via problem posing (reading, picture or roleplay), students interpret the problem. Then introduce information on workers' rights related to problem. Discuss.	ESL for Action, Unit 7 Grammar Work, bk 1, 1-21, 58-71 On Your Way, unit 1
	specific vocabulary first & second conditionals (If...then...)	•read excerpts of contract related to benefits/workers' rights •T/F & comprehension Q's on contract/benefits/workers' rights	contract ELS for Action, Unit 8 Side by Side, bk 2, units 15-16 handouts

Theme: Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
7. To understand job requirements/skills needed for promotion at your company	simple present: affirmative, negative, yes/no questions adverbs of frequency there is/there are	•make chart on board of what workers do at work by having students ask each other questions, then fill in the chart •same as above, w/adverbs of frequency: "How often do you...at work?"	On Your Way, units 1, 3, 7, 9 & 11 Practical English, chapts. 7, 9 Side by Side, bk 1, units 1-11 Speaking of Survival, pgs. 82-96 photos of workplace ESL for Action, Unit 3
		•talk & write about where students work and what they do at work, using information from completed chart	blackboard, handouts to guide questions if needed & completed chart
	vocabulary used on the job	•LEA about everyone's job, then do follow-up (cloze, dictation, strip story)	blackboard, handouts of questions if needed & chart
		•train/explain your job to a classmate	
	vocabulary to talk about job skills, characteristics of workers (efficient, hard-working, etc)	•use "job banks" to build work vocabulary	English for Adult Competency, chapt. 7 blackboard handouts, strip story
	I like + infinitive or gerund (I like to work alone, I don't like working with numbers, etc.)	•roleplay work scenarios using high frequency vocabulary words	tape recordings of work-related dialogues, written sample dialogues, role cards
		•brainstorm qualities of a good worker	blackboard, vocabulary list generated from brainstorming
	simple past & "used to" for describing your work history	•flash cards, concentration cards of opposite adjectives describing characteristics of workers	flash cards, concentration cards
	question formation & question words (When do I start?, What's the salary?, Who do I see about...?, etc.	•discuss qualities /skills needed for promotion at your company	On Your Way, unit 12 Side by Side, bk 1, unit 18, bk 2, unit 20
		•listening comprehension & discussion on job skills	Tuning in to Spoken Messages, Unit 8 (different skills for different jobs)
	function: formal introductions (How do you do, Nice to meet you, etc. for interview situations	•read job ads in newspaper & job announcements at work	authentic job ads & job announcements, worksheets on these, job application forms
		•fill out job application •roleplay a job interview	Side by Side, bk 1, units 14-18 Practical English, chapts. 5, 13, 14 role cards
			Speaking Up at Work, pgs 136-141, 169-178 Working in English, chapts. 2-4, 15
		•problem solving/priority: choose best	chart with characteristics of various

Theme: Work Issues/Communication in the Workplace

Objective	Language Skills	Lesson Ideas/Activities	Materials
8. Understand how worker fits into overall functioning of workplace, i.e. how worker's particular job is essential to finished product	"when" + simple present 2nd conditional ("What would happen if...")	•problem pose a situation where one step in manufacturing process breaks down •invite plant manager or someone from personnel to speak about co. products & manufacturing process	actual products at various stages of manufacturing, photos of different work stations Side by Side, bk 2, units 15, 16 company literature/brochures

Theme: Health & Safety

Objective	Language Skills	Lesson Ideas/Activities	Materials
1. To understand company's health & safety rules & regulations	reading comprehension of safety rules & regulations	•teach one rule a day: go over vocabulary with flash cards; use index cards for word order •for each rule, discuss consequences/implications •problem solving, critical thinking •dialogues, roleplays •LEA based on discussion, dialogues & roleplays	*for all objectives, see" Health & Safety Curriculum Guide" and ESL for Action, unit 6* company's safety rules & regulations flash cards, index cards handouts w/vocabulary, discussion questions Speaking Up at Work, pgs 70-72 handouts: sample dialogues, cloze exs. on dialogues, role cards
	must/must not is/are to be	•cloze exercises on rules •fill in blanks w/must (not), is/are to •sentence auctions •Tic Tac Toe w/these structures & health & safety rules vocabulary	Side by Side, unit 28 cloze exercises fill in blanks exs. handouts blackboard
2. To understand danger & warning signs at company and be able to identify safety & health hazards in the workplace (see attached pages)	reading comprehension of danger & warning signs; specific vocabulary	•take pictures of signs at company, identify labels from chemicals & hazardous materials used at plant •have students copy signs on posters •make flash cards of key words on signs and labels •do cloze exercises on signs & labels •discuss reasons for signs & labels, consequences of not obeying them •dialogues, roleplays •LEA based on discussion, dialogues & roleplays	photos of signs; labels Signs at Work Speaking Up at Work, pgs 73-74 poster board, markers flash cards handouts discussions questions, key vocabulary sample dialogues, role cards blackboard
	there is/there are modals: could, should, must cause/effect: if...then...would/could/shoud phrasal verbs (turn on/off, put on, take off, etc.)	•grammar practice on there is/are, modals, cause/effect, phrasal verbs •conversation & listening practice using these structures in health & safety contexts •discussion & brainstorm health & safety hazards in the workplace (What would/will/could happen if...) & find possible solutions	Practical English, chapt. 7 handouts; Grammar Work, bk, 34-37, bk 3, 78-80, 81-95; flash cards for phrasal verbs Side by Side, bk 1, units 7, 22, 27, 28, bk 2, units 9, 15, 16 sample dialogues, readings using these structures ESL for Action, Unit VI, attached pages English at Work, cards w/workplace hazards & solutions, worksheets 11 & 20

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Theme: Health & Safety

Objective	Language Skills	Lesson Ideas/Activities	Materials
3. To understand employers' & employees' rights & responsibilities under OSHA & Workers' Compensation laws	specific vocabulary	•roleplay a dialogue between OSHA inspector and workers •discussion & roleplay of employer's & employees' rights & responsibilities under OSHA	OSHA information pamphlets "Safety & Health Hazards at your Workplace Checklist" (from OSHA materials) Workers' Compensation information pamphlets Working in English, chapt. 14 sample dialogues, role cards
		•read simplified versions of OSHA checklist forms	simplified OSHA checklist forms
		•read & discuss articles on workplace accidents	articles: "North Carolina Chicken Plant Fire", "Triangle Shirt Waist Factory Fire" •pre-reading vocabulary & questions, post-reading work on vocabulary & comprehension & discussion questions
		•LEA based on readings, discussions & roleplays	
		•invite a guest speaker (from co. or union) to talk about health & safety in the workplace	
4. To be able to file a written complaint about a health or safety hazard	specific vocabulary writing sentences	•read sample complaints/grievances on health & safety hazards	sample complaints/grievances on health & safety hazards, worksheets on these (vocab, cloze, sentence completion)
		•flash cards & cloze exercises on vocabulary & structures in readings •brainstorm health & safety hazards in your workplace & choose the most dangerous one to discuss	flash cards, handouts
		•writing practice: filing a written complaint about a health or safety hazard in your work place (after discussion)	sample complaints/grievances on health & safety hazards, worksheets on these (vocab, cloze, sentence completion)

Theme: Health & Safety

Objective	Language Skills	Lesson Ideas/Activities	Materials
5. To be able to call in sick, describe an ailment, and report an injury, accident or hazard to fellow worker or supervisor	vocabulary: body parts	•label pictures of body parts •TPR: "Simon Says" •Concentration	The New Oxford Picture Dictionary, pgs 4-5 English for Adult Competency, chapt. 3 Concentration cards
	vocabulary: ailments, injuries	•dialogues, roleplays, flash cards	handouts, role cards, flash cards Grammar Work, bk 1, pgs 76-81 Speaking Up at Work, pgs 66-67
	imperatives	•roleplay warning a fellow worker of a hazard	Fitting In, ch. 6 Spectrum 2, units 2 & 10
	simple past of key verbs: (cut, slipped, fell, etc.) past continuous; contrast of these 2 tenses when, should, should have		Practical English, chapts. 3, 14 Side by Side, bk 1, units 15-17, 20, 26, 30, bk 2, units 2, 14; Grammar Work, bk 1, 82-91, bk 3, 28-48 Understanding & Using English Grammar, unit 5
	vocabulary: safety gear, equipment, tools		Speaking Up at Work, pgs 63-66 English at Work, worksheet #17 Working in English, chapt. 8
	function: calling in sick (specific language & vocabulary)	•flash cards, fill in the blank exercises •concentration cards (pres vs past) •problem solving: safety in the workplace: discussion, dialogues, roleplays w/cards	flash cards, grammar exs. concentration cards English at Work, cards w/workplace hazards & solutions, worksheets 11 & 20 Speaking of Survival, chapt. 1 Working in English, chapt. 13
		•discussion of safety gear needed at company	handout of safety gear vocabulary realia: safety gear handout w/discussion questions
		•dialogues, roleplays, listening comprehension on calling in sick, visit to doctor for work-related injuries	Spectrum, book 1, chapt. 3 roleplay cards, handouts of sample dialogues
		•invite a guest speaker from the health clinic to discuss health & safety hazards, solutions, cures	
6. To be able to fill out an accident report	specific vocabulary filling out forms	•flash cards & worksheets on vocabulary on forms •roleplay a workplace accident then fill out accident report	accident report forms from workplace, worksheets, flash cards role cards, accident report forms

Theme: Health & Safety

Objective	Language Skills	Lesson Ideas/Activities	Materials
7. To be able to make a doctor's appointment	function: making an appointment specific language and vocabulary for phoning, dates, times, describing an ailment or injury	•sample dialogues on making a doctor's appointment; vocabulary work, cloze exs., fill in the blanks, dialogue completion, listening comprehension •dialogues, roleplays and listening comprehension on making a doctor's appointment	handouts Listening Tasks, pg 86 Functioning in English, pg 7 Tuning in to Spoken Messages, Unit 2 Speaking of Survival, chapt. 1 English for Adult Competency, chapts. 1, 3 role cards
8. To be able to understand doctor's orders, ask & answer questions, ask for clarification	modals - affirmative, negative & question formation: must, should, ought to (stay in bed, rest, take aspirin, get physical therapy, etc.) question words: "How long should I...?", How many should I take?", "How often...?", etc.	•grammar work on modals, written & oral, in context of visit to doctor •grammar work on question words & question formation, oral & written in context of visit to doctor •dialogues, roleplays & listening comprehension on going to the doctor	Grammar Work, bk 3, 81-93, sample dialogues w/modals, exs. on these Side by Side, bk 1, units 10, 13, 21, 22, 27, 28 Practical English, chapt. 3 Grammar Work, bk 1, 6,7,17,27,32,36,48,56, 63; sample dialogues of Q's at doctor's, exs. on these sample dialogues, cloze exs., gap fills Speaking of Survival, chapts 1 & 2 Spectrum 1, unit 3 Breaking the Ice, units 11 & 12
9. To be able to get prescribed medications from a pharmacy & read instructions on them	specific vocabulary	•roleplay going to a pharmacy to get a prescription filled •read instructions on prescriptions, prescribed & over-the-counter medicines	sample dialogues, prescriptions, role cards handouts of specific vocabulary & abbreviations on prescriptions, sample prescriptions, realia: medication & instructions for common work-related ailments & injuries, written exercises on these: T/F, comprehension Q's, fill in the blanks, vocabulary tests Speaking of Survival, pg. 14

Theme: Health & Safety

Objective	Language Skills	Lesson Ideas/Activities	Materials
10. To be able to fill out an insurance form for a work-related ailment or injury	specific vocabulary, filling out a form	•exs. on company's insurance forms: gap fills, T/F Q's, comprehension Q's, Spot the differences, vocabulary checks	insurance forms used by the company, both blank & filled out, handouts on vocabulary on forms, gap fills, T/F & comprehension Q's, & Spot the differences on forms
		•discuss a work-related ailment or injury of a class member, then fill out an insurance form	Speaking Up at Work, 133-135 company's blank insurance forms

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Theme: Quality Control

Objective	Language Skills	Lesson Ideas/Activities	Materials
1. To be able to name and demonstrate Quality Control checks	vocabulary for quality control checks	•students check products, say whether good or not, which QC problem exists, if any	company's products, both good and defective
		•TPR: hold up appropriate item, students name problem	company products
		•T/F questions on QC checks, written and oral	company products, handouts
2. To be able to report a QC problem to machine operator, supervisor, or QC person	typical structures and vocabulary for this kind of situation	•dialogues, roleplays	handouts of sample dialogues, roles, situations
		•listening comprehension on QC dialogues	audio tape of sample dialogues Speaking Up at Work, 97-103
3. To be able to answer QC questions from machine operator, supervisor, or QC person	typical structures & vocab. for this kind of situation; weights, measurements; comparisons (it's too heavy, it's not long enough, etc.)	•dialogues, roleplays •20 Questions	handouts of dialogues, roles, situations Side by Side, bk 1, unit 27 English for Adult Competency, chapt. 2
		•dialogue completions	handouts of dialogues
		•cloze exercises	handouts
		•Tic Tac Toe	board
		•grammar practice on comparisons	grammar exercises on comparisons
		•grammar practice on comparisons in context of QC situations	handouts of dialogues, roles, situations
	Functions: asking for help, checking & clarifying instructions, asking for explanations, asking for information, giving explanations & reasons, describing a mechanical problems specific vocabulary	•discussions, dialogues, roleplays •listening comprehension exercises •roleplay: report a machine breakdown	Speaking of Survival, pgs. 210-224 Breaking the Ice, units 5-8 Working in English, chapts. 10 & 11 English at Work, worksheet 17 Speaking Up at Work, 43-49, 83-86 Spectrum 2, units 5 & 6 On Your Way, units 2, 3, 5 & 6
4. To be able to order new parts from a catalogue	reading catalogues, including #/letter codes; talking on the phone to order parts: "I'd like to order..."	•practice reading catalogues •roleplay ordering a new part for a faulty machine on the phone	catalogues, T/F Q's on specific info. in catalogue sample dialogues & roles
5. Respond to customer complaints about a faulty product	Functions: asking for clarifications, giving reasons/explanations, apologizing, promising (We'll send you...)	•sample dialogues, written & for listening comprehension •T/F Q's, cloze exercises on dialogues •pair practice on dialogues	handouts, tapes Breaking the Ice, units 5 & 13 handouts dialogues
		•roleplay customer complaint about a faulty product	Fitting In, chapt. 4 Speaking Up at Work, pgs 91-96 Funtioning in English, pg 17 Spectrum 2, unit 4 Grammar Work, bk 3, pgs 71-77 (will) rolecards, phone prop

Theme: Work Forms

Objective	Language Skills	Lesson Ideas/Activities	Materials
1. To read and understand the forms used by workers.	read/interpret abbreviations on forms	•flash cards of abbreviations	flash cards
		•matching worksheets	worksheets
		•Bingo	Bingo game
	read/understand vocabulary on forms		
	a)prepositions	•pictures showing prepositions	The New Oxford Picture Dictionary
		•TPR: following instructions with emphasis on prepositions	workplace realia
			Side by Side, bk 1, unit 7
		•Spot the Differences	Spot the Difference pictures
		•Information Gaps on forms	work forms
		•Information Gaps on prepositions	assorted colored paper shapes
		•more preposition practice	Working in English, pgs 115-116, 118-122
			Speaking Up at Work, pgs 20-30
	b) nouns, verbs, adjectives (all other vocabulary)	•flash cards	flash cards
		•TPR w/workplace realia as related to forms	workplace realia
		•Information Gaps on forms	workplace forms
		•Spot the Differences on forms	worksheets
		•20 Questions on workplace realia	workplace realia
		•Sentence completion using vocab on forms	handouts
		•Concentration (opposite adjectives)	Concentration cards
		•Q/A on forms, oral & written	handouts, workplace forms
		•strip stories using vocab. on forms	strip stories
		•strip stories: job steps	strip stories
		•pantomime part of job, others name it	
		•describe steps in your job	English at Work, worksheets #9,#11;
		•"Find someone whose order...."	handouts, order forms
		•Tic Tac Toe w/form vocab.	board
		•Sentence Auctions	handouts
		•Line ups: job steps	strips/cards w/job steps
		•Bingo w/form vocabulary	Bingo game

Theme: Work Forms

Objective	Language Skills	Lesson Ideas/Activities	Materials
2. To understand basic units of weights & measurements used on forms and in jobs	read/understand weight & measurement specifications on forms; be able to weigh & measure according to specifications; specific vocabulary & abbreviations: inches, feet, pounds, by, X, ', ", lbs.; comparisons (longer than, too long, not long enough); math: fractions (one half, one fourth inch), decimals (2.6 lbs.)	•basic math exercises: (ex.: convert feet + inches to inches, add lengths w/fractions, weights w/decimals, etc.)	handouts of math exercises
		•number/weight/measurement practice: Bingo on weights & measurements	Bingo game
		•flash cards of symbols/abbrevs.	English for Adult Competency, chapt. 2 flash cards
		•listening comprehension on numbers	From the Start, units 1-5
		•game: Buzz	
		•dictation on numbers, weights, measurements	
		•Line-up: measure height of all students, line up by height	tape measures
		•story problems using math on forms and in work situations	handouts, work forms
		•TPR: measure rectangles of different sizes, write down	construction paper rectangles, handouts
		•grammar work on comparisons	Side by Side, bk 1, unit 27 grammar exercises, Grammar Work, bk 1, pgs. 82-91, bk 3, 28-44
		•read measurement specifications, measure rectangles, say/write if too long, too short, etc.	handouts Understanding & Using English Grammar, pg 199
		•Information Gaps: draw product according to specifications on work form or fill in specifications on form after measuring product	handouts, work form
		•"Machine Man" (following instructions on measurements)	Drawing Out, pgs. 125-126
		•weigh things, write down weights, say/write if too heavy, too light according to specifications	handouts

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Theme: Work Forms

Objective	Language Skills	Lesson Ideas/Activities	Materials
3. To understand and fill out other work-related forms: a) tax forms b) job applications	for tax forms: columns, numbers, +, -, %; specific vocabulary: exemptions, dependents; writing a check to pay taxes: writing numbers, dates, signature; addressing an envelope to mail check: format, name, address	•basic math exercises on +,-, % •fill out tax forms •write check to pay taxes •address envelope to mail check	handouts, story problems sample tax forms sample checks envelopes Speaking Up at Work, pgs 104-107, 162-164 Speaking of Survival, pgs. 99, 110-111 English for Adult Competency, chapt. 8
	for job application forms: specific vocabulary and abbreviations: ss#, marital status, birthdate, previous jobs, education, etc.;	•fill out a job application •Information Gaps on job apps.	On Your Way, unit 12 job application forms
	grammar: present perfect continuous (I've been working at X for 4 years), simple past (I worked at X for 2 years), since, for;	•grammar exercises on simple past and present perfect continuous •oral practice of these tenses in context of jobs workers have had	Grammar Work, bk 1, 82-91, bk 3, 49-56 Speaking of Survival, pgs. 82-96 Side by Side, bk 2, units 4-6 English for Adult Competency, chapt. 7
	vocabulary describing characteristics of workers (hard-working, efficient, etc.)	•roleplay a job interview	sample interview dialogues, role cards
		•brainstorm characteristics of good/bad workers	board
		•problem solving: pick the best candidate for a given job at your company	handouts on candidates and their qualities, vocabulary list of adjectives describing workers

Theme: Company Rules

Objective	Language Skills	Lesson Ideas/Activities	Materials
1. To understand company rules and regulations.	reading comprehension of company rules; specific vocabulary	•teach one rule a day: go over vocabulary with flash cards; use index cards for word order	ESL for Action, unit 5, lesson 1 company rules flash cards index cards for word order
		•pantomime breaking a rule - which one?	index cards w/rules
	modals (should, would, can, could, must) + simple form of verb	•grammar practice on modals •conversation practice w/modals in context of company rules	Side by Side, bk 1, units 13, 21, 22, 27, 28 Grammar Work, book 3, pgs 81-95 handout: discussion questions handout: sample dialogues
	present tense verbs	•grammar practice on present tense verbs •conversation practice w/present tense verbs in context of company rules	Side by Side, bk 1, units 1-6, 9, 10 Grammar Work, bk 1, 1-20, 58-71, bk 3, 17-27 Practical English, chapt. 9
		•problem solving: How to avoid breaking company rules & what to do if you break them: discussion, dialogues, roleplays	handouts w/sample dialogues & discussion questions handouts w/sample dialogues gap fills on dialogues role cards
	simple past	•LEA based on discussions, dialogues & roleplays	blackboard
		•compare/contrast rules at company w/rules at former workplaces •problem solving/discussion: Who benefits from these rules? •compare/contrast rules w/work rules in native country; discussion: Where did the rules originate? Who mandated them? Do they still apply w/changes in the workplace?	Practical English, chapts. 13, 14 Side by Side, bk 1, units 15-18 company rules Grammar Work, bk 1, pgs 82-91, bk 3 28-44 discussion questions

Vocabulary/Expressions for Health & Safety Unit

danger
fire
extinguish
exit
electrical wires
lifting
to trip
to hurt
to cut (off)
to burn
to bleed
to slip
to fall
headache
Carpal Tunnel Syndrome
repetitive motion
stress
fumes
dust
injury
ventilation
lighting
flammable
poison
safety gear
safety belt
goggles
boots
glasses
hard hat
mask
gloves
first aid
high voltage
ear plugs
Watch out! / Watch it! /Look out!
Be careful!
Don't touch that!
dosage
tablet
capsule
teaspoon
liquid
all body parts
ailments
absent
sick

American Guard-It Manufacturing, Inc.
Workplace Literacy Course

COURSE GOALS:

1. To help workers do their job (sewing, cutting, folding) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:

    a) reading & filling out work order forms used in their jobs:
        General Tally Form
        Other Tally Forms
        Inventory Sheet

    b) reading & understanding abbreviations on work order forms

    c) understanding & using basic addition and subtraction needed for filling out forms

    d) naming & demonstrating Quality Control checks

    e) understanding safety rules and regulations

    f) understanding shop rules

    g) learning basic communication skills for:
        -reporting a problem with QC or machine
        -answering questions from inspectors and supervisors
        -understanding instructions from inspectors and supervisors
        -calling in sick
        -reporting an accident

2. To read and understand other workplace correspondence and signs

3. To learn general English communication skills needed for promotion to inspector, supervisor, or Shipping/Receiving Dept.

4. To learn basic math skills, including measuring, needed for promotion to inspector or supervisor

American Guard-It Vocabulary

Nouns:
garment bag
poly bag
fabric
zipper
pocket
pocket lining
thread
topper
loop
outside merrow
inside merrow
closing
seam
plastic slider
garment bag
handle
hanger
hanger tips
ticket
snap
strip (of webbing)
rivets
webbing
binding
tag
shield
zip pull
tab

Verbs:
sew
stitch
lay
cut
put (slider on zipper, snaps on webbing)
close (seams)
fold
bundle
trim
assemble
turn (bags right side out)
inspect
stamp
pack (garment bags in bag)
rivet
pick up (garment bags)
tipping (putting rubber tip on hanger)
staple (tag on garment bag)

Guard-It Vocabulary cont.

Forms:

General Tally
name
date
dept.
item number (#)
operation
start time
end time
pieces

Tally for deliverer of garment bags to Folding Dept.
name
date
item #
(math skills: add, subtract)

Tally for supervisor of Folding Dept.
I.D. #
turning
inspecting
stamping
tickets
folding
poly bag
packing
riveting
hanger paks
time (1:00 - 3:30)

Inventory (inspector)
description
black
teal
rose
royal
floral
side zip
cut goods
work in process
finished goods
stock
total
computer orders
finished orders in house
difference (total stock/stock needed)
math (addition, subtraction)

Guard-It Vocabulary cont.

Forms cont.

Inventory (supervisor)
master carton
inner carton
Misc. Shipping
Bill of Material
Direct Labor
Sub-Total
Multi By 2
Total Cost
Total Cost X 10% Comm.
Total Selling Price

abbreviations:
BLK
RIP
w/
I.D.
#
dept.
&
Misc.
Multi (multiply)
Comm. (commision)

Chicago Transparent Products
ACTWU On-Site Classes

COURSE GOALS:

1. To help students do their job (packing) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:

   a) reading & understanding work order forms used in their jobs:
      Mainline Order Form
      Process Sheet
      Production Control Record

   b) reading & understanding abbreviations on work order forms

   c) understanding & using basic units of measurement

   d) naming & demonstrating Quality Control checks:
      fractured seal
      weak seal
      straight line tear
      dye lines
      blocking

   e) understanding safety rules and regulations

   f) understanding shop rules

   g) learning basic communication skills for:
      -reporting a problem with QC or machine
      -answering questions from operators, QC and supervisors
      -understanding instructions from operators, QC and supervisors
      -calling in sick
      -reporting an accident

(If time allows:)

2. To learn to read and understand other workplace correspondence

3. To learn English skills needed for promotion to machine operator

Chicago Transparent Products Vocabulary

Verbs
is/are
requires/does not require
must be/must not be
must use
must lay
must run 1 out
wrap/unwrap
enclose
remove
discard
slit (cut in half)
stack/do not stack
make
note:
tie
trim (cut off 2 edges)
see press order attached
see diagram
fold, doublefold
centerfold (cut bag in center, 1 roll on top, other on bottom)
use
stand (upright)
lay (horizontally)
treat (print area)
get down to (18.0 max. wt.)
flip (fold w/a piece of cardboard to be able to put wicket holes in it)
place (into)

Nouns
bags
wicket
wicket pack
seal
seal bar
(seal) layout
release slits
rubber washers
rubber tips
pack
package
wicket holes
fold
lip (1: on extrusion machine; 2: on bag)
strip
wall
pallet

Nouns, cont.
dimension
tube
size
roll
(roll) chart
(outer) wraps
tail
slits
edge
side
top
vents
butterfly vents
(outer) sleeve
sheets (single wind sheeting w/serration)
serration
U-folder, pre-folder (machine that folds in half twice)
gusset (2 folds in sides of bag)
stroke (length)
length
width
feet
inches
(new) item
height
weight
floor
warning
area
complaint
skid
foreman
count
diagram
press order
beaded ties
twist ties
dyne pen

Adjectives & Adverbs
per
accurate
horizontally
maximum
left, right, top
upright
special
critical
plain (wicket)
balled end (wicket)
high
outer (wrap)
heavy (gauge)
too long, too short, too heavy, too light
each
white opaque
buff
printed
vented
black
clear
previous
outside
necessary
folded (evenly)
both (edges)

Other
"Do not stack more than 4 high on pallet"
"...if necessary to get down to 18.0 max. wt."

Vocabulary/Expressions for Mainline Order Forms

Abbreviations/Symbols

w/twist ties - with
bags/pack - per
cyc. - cycle
CTNS - cartons
NET WT.
MAX. WT.
lb.
!
GA. - gauge
PRTD. - printed
CLR BLACK - clear plastic, black print
approx.
QTY. - quantity
CTNS/skid
CTNS @ 1000 - 100 bags per carton
12'/8" - feet, inches
5 X 5 X 1 - by
c/Fold - center fold
s/w/s - single wind sheet

Prepositions

above (seal)
(remove) from
8" from (each edge/side)
on (pallet, skid)
from (floor) on up
(place) into
(accurate count) of
with

Henri Studios, Inc.
ACTWU Workplace Literacy Course

COURSE GOALS:

1. To help students do their job (making garden statuary/fountains) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:

    a) learning basic communication skills for:
        -reporting a problem to foreman or supervisor
        -answering questions from foreman or supervisor
        -understanding instructions from foreman or supervisor
        -calling in sick
        -reporting an injury, accident or safety hazard

    b) learning vocabulary relevant to the job of making garden statuary (tools, materials, names of pieces, colors, etc.)

    c) understanding safety rules & regulations at Henri Studios, Inc.

    d) understanding shop rules at Henri Studios, Inc.

    e) naming & demonstrating quality control checks

2. To learn general English communication skills needed for promotion to inventory, shipping, U.P.S. departments.

3. To learn basic math skills (+,-, x, division) needed for promotion to inventory, shipping, or U.P.S. departments.

4. To gain a familiarity with forms used by inventory, shipping and U.P.S. departments in order to increase chances for promotion to these jobs.

5. To read and understand other workplace correspondence and signs.

Henri Studios Vocabulary

departments:
casting
mixing
patching
paint
molds
stock
inventory
stock order
shipping
U.P.S.

loaders, loading
"picks" (computer print outs of requested orders, by codes)
cart
line
high tone
piece
truck
color
rail
broken
break
hole
fill in (hole)
epoxy
spatula
spray gun
colors (of paints)
statue
plaque
antique finish
clean
clean off
towel
fumes
gloves
hard had
mask
apron
belt
glasses
paint brush
checker
to check
stain
touch up

Henri Studios Vocabulary cont.

clear
spray gun
sculptor
mold-maker
mold
latex
coats
per day
burlap
to stick on
layers
tin foil
to mix
mixture
resin
hardener
fiberglass
to dry
heat
bubbles
to drill
ax
hammer
to open (piece)
to take off (mold)
kiln
closures
screws
to repair
rubber mold
to sew (mold)
needle
to patch
patch
to clean off (cement)
cement
electric sander
design
clay
filers
to file down (seams on statues)
seams
sponge (to fill in holes)
to smooth (clay)
to wipe off (clay)
heat gun
forklift

Henri Studios Vocabulary cont.

forklift driver
skid
pallets
trowl
to move (molds, pieces) in/out
new
into the garbage
loose (pieces)
vibrator cord
dust
ear plugs
safety shoes
to lift
to pour (cement)
to pack
packer
to send
to find
extra pieces
stations (in yard, where pieces are)
nozzles
lights
connections
tubes
brass
box
inventory

Henri Studios Products:
foumtains
lawn statuary
planters
bird baths
oriental statues
religious statues

Names & Abbreviations of Colors:
amber (am)
ivory (iv)
jade (ja)
silver (si)
pewter (pu)
blue bronze (bb)
old stone (os)
pearl (pe)
copper (co)
avocado (av)
terra sorda (ts)
gold (go)
natural (na)
weathered bronze (wb)
red (re)
florentine (fl)

Juno Lightining, Inc.
ACTWU Workplace Literacy Course

COURSE GOALS:

1. To help students do their job (assembling light fixtures) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:

    a) learning basic communication skills for:
        -reporting a problem to group leader or supervisor
        -answering questions from group leader or supervisor
        -understanding instructions from group leader or supervisor
        -calling in sick
        -reporting an injury, accident or safety hazard

    b) learning vocabulary relevant to the job of assembling (machine parts, names of pieces, colors, etc.)

    c) understanding safety rules & regulations at Juno Lighting, Inc.

    d) understanding shop rules at Juno Lighting, Inc.

    e) naming & demonstrating quality control checks

2. To learn general English communication skills needed for promotion to material handler, group leader or shipping and receiving departments.

3. To learn basic math skills (+,-, x, division) needed for promotion to material handler, group leader or shipping and receiving departments.

4. To gain a familiarity with forms used by material handlers, group leaders and shipping and receiving departments in order to increase chances for promotion to these jobs.

5. To read and understand other workplace correspondence and signs.

Juno Lighting, Inc. Vocabulary

General Vocabulary for Assemblers

riveting machine/riveter
to rivet
rivets
to step (on pedal on riveter)
pedal
bar (on riveter)
air driver/air gun
manual screw driver
air line
screw
wrench
bits (for air drivers - like end of screw driver, drives in the screw)
packing air guns
fixtures
glasses
gloves
packing
boxes
skids
to assemble
to sub-assemble
to stamp (date on box, packers do it)
to staple (box, packers do it)
to put (finished pieces/parts in boxes, labels on parts)
to pack
labels
sockets
bolt
nail
cable
thermostat assembler
thermostat wires
fixtures (for assembling certain parts)
wingnut machine
wingnuts
torsion bracket
plaster frame
can
box

Vocabulary on Labels
notice
thermally protected fixture
blinking light
may indicate
improper
lamp wattage
or
improper lamp size
other condition
causing
overheating
warning
risk of fire
use with Juno trims only
for each lamp type
and wattage indicated
see trim for number (NO.)
suitable for damp locatins
also
wert
covered ceiling only
when used with
maximum
branch circuit conductors
at least
permitted in Junction Box
90 degrees C
real nail bar hangers

Abbreviations on labels
NO. (number)
NO's (numbers)
MAX.
Type I.C.

Vocabulary on Routing Report (Group Leaders, Supervisors)
asemble... to....
box
plaster frame
screws
tool
air diriver
can
box covers
conduit
hanger brackets
attach...to
medium label

Vocabulary on Routing Report, cont."

pack ....into
master carton
pads
large (real nail) label
date stamp
operation description
work center
per minutes
scheduling run rate
crew
labor run rate
machine run rate
machine set up
effective date
inactive date

Abbreviations on Routing Report
DESC (description)
OPER (operation)
SEQ (sequence)
PRMRY (primary)
EA (each)
PC (piece)
PCS (pieces)
STD (standard)
w/ (with)
&

Vocabulary on Summary Bill of Materials (material handlers, group leaders, supervisor):
Quantity to Build
part number
description
assembly
required
(quantity) on hand
aluminum slit
steel
access door
end cap
cover thermal protector
blank aluminum
hanger bar
label
plaster frame
ground wire
terminal ring

Vocabulary on Summary Bill of Materials, cont.

Tew wire
socket
hanger bracket
conduit
connector
left, right
box spring
black oxide
wrap
remodel
universal
rivet
flex conduit connector
snap bushing
nylon
type

Abbreviations on Summary Bill of Materials:
DESC (description)
BLK (black)
w/
&
GALV (galvanized)

Vocabulary for Assembled Finished Goods(Shipping)
date
part
work area
prepared by
finish ok
quantity ok
checked by
to location
moved to

Abbreviations on Assembled Finished Goods
NO. (number)
QTY (quantity)

Libra Industries, Inc.
Workplace Literacy Course

COURSE GOALS:

1. To help workers do their job (glove selectors, patchers, machine operators, packers) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:

   a) reading & filling out forms used in their jobs:
      - work order form
      - labels
      - customer order form

   b) reading & understanding abbreviations on work order forms

   c) understanding & using basic addition and subtraction needed for filling out forms

   d) naming & demonstrating Quality Control checks

   e) understanding safety rules and regulations

   f) understanding shop rules

   g) learning basic communication skills for:
      - -reporting a problem to supervisor
      - -answering questions from supervisor
      - -understanding instructions from supervisor
      - -calling in sick
      - -reporting an accident

2. To read and understand other workplace correspondence and signs

3. To learn general English communication skills needed for promotion to packer

4. To learn basic math skills needed for promotion to packer

Libra Industries Vocabulary

Labels (for glove selectors)
ladies (gloves)
cut fingers
coveralls
jackets
aprons
canvas
hot mill
terry gloves
leather palm
heavy terry
all leather gloves
welder gloves
canvas welking jackets
canvas welding pants
mitt
terry sleeves
nylon sleeves
Kevlar sleeves
rain coveralls
raincoats
capes

Order Form (machine operator)
dates
pick up date
customer name
return date
special instructions
steel drums
fiber durms
racks
pallets
cartons
total units

Order Form (packers)
order #
customer name
collect
prepaid
charge
drum
container
cleaned
repaired
unrepaired
(final) total
price
amount

abbreviations:
BNDLS.
PCS.
TOT.

Libra Industries Vocabulary

Labels (for glove selectors)
ladies (gloves)
cut fingers
coveralls
jackets
aprons
canvas
hot mill
terry gloves
leather palm
heavy terry
all leather gloves
welder gloves
canvas welking jackets
canvas welding pants
mitt
terry sleeves
nylon sleeves
Kevlar sleeves
rain coveralls
raincoats
capes

Order Form (machine operator)
dates
pick up date
customer name
return date
special instructions
steel drums
fiber durms
racks
pallets
cartons
total units

Order Form (packers)
order #
customer name
collect
prepaid
charge
drum
container
cleaned
repaired
unrepaired
(final) total
price
amount

abbreviations:
BNDLS.
PCS.
TOT.

Leo's Party Shoes, Inc.
Workplace Literacy Course

COURSE GOALS:

1. To help workers do their job (seamstresses, shoemakers, cutters, packers) efficiently, accurately and safely through learning basic English communication skills for job performance enhancement by:

   a) reading & filling out forms used in their jobs:
      work order form
      dress and shoe patterns
      customer order form

   b) reading & understanding abbreviations on work order forms

   c) understanding & using basic addition and subtraction needed for filling out forms

   d) naming & demonstrating Quality Control checks

   e) understanding safety rules and regulations

   f) understanding shop rules

   g) learning basic communication skills for:
      -reporting a problem to supervisor
      -answering questions from supervisor
      -understanding instructions from supervisor
      -calling in sick
      -reporting an accident

2. To read and understand other workplace correspondence and signs

3. To learn general English communication skills needed for promotion

4. To learn basic math skills needed for promotion

Party Shoes Vocabulary

Raw Materials
latex adhesive
leather
lining
rubber cement
rubber sheets
Texone (insole material)

Types of Shoe
ballet
jazz
tap
toe shoe

Parts of Shoe
backstay
binding
cord
elastic
insole
leather tips
pleats
quarter
sock lining
sole
upper
vamp

Colors
beige
black
grey
pink
red

Machinery and Tools
cutting blocks
cutting machine (hydrolic press)
die
lasting (Sp. "horma")
lining stamper
sewing machine

Steps of Production
1. stitch quarters and vamps
2. stamp lining
3. press lining
4. channel soles
5. close shoe
6. rubbing
7. stitch backstay
8. trim
9. stitch binding with cord
10. attach elastic and second stitch
11. cement sole and insole
12. form shoe with pleats or full sole
13. puritan stitch
14. stitch sock lining
15. clean and pack

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